

Students

GRADES/EVALUATION OF STUDENT ACHIEVEMENT

The Board of Education is committed to continually improving student achievement for all students. An essential strategy in achieving this goal is the development of a standards-based reporting system. A standards-based reporting system is more than a notification (or report) of annual end-of-year assessments. It is an ongoing communication of progress toward clear expectations that specify learning targets (content standards) and assessments that accurately measure these content standards.

The standards-based reporting system provides parents with an accurate evaluation of the student's achievement and progress toward meeting goals. Teachers must provide well-designed assessments appropriate for the broad range of students.

Teachers shall assess a student's work in relation to academic standards and curriculum goals. The Superintendent or designee shall establish and regularly evaluate a consistent grading system based on quality assessments and properly recorded evidence. Sufficient data must support any grade given to a student. Teachers shall inform students and parents/guardians how student achievement will be evaluated, what assessments will be used, and how records will be maintained.

(cf. 5124- Communication with Parents/Guardians)

Grades are based on impartial, consistent observation of the quality of the student's performance on standards-based assessments.

When reporting student progress to parents/guardians, teachers may add narrative descriptions, observational notes, rubrics, and samples of classroom work in order to better document student progress in specific skills and subcategories of achievement.

A student's grade shall not be changed by the Board. Site administration, in collaboration with the teacher, shall be responsible for sufficient evidence for all grades given.

Progress toward meeting grade level standards will be marked with the following symbols:

MARKING CODE

4. Exceeds Proficiency
3. Meets Proficiency
2. Making Progress Toward Proficiency
1. Insufficient Progress Toward Proficiency

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GRADES/EVALUATION OF STUDENT ACHIEVEMENT (continued)

When a student is not demonstrating sufficient progress toward mastery of academic content standards, the principal is responsible to ensure that communication occurs throughout the year with the parent/guardian of the student and certificated employees familiar with the student's progress to discuss the results of the assessment and recommended actions to further the student's progress.

Legal Reference:

EDUCATION CODE

41505-41508 Pupil Retention Block Grant

48070 Promotion and retention

48205 Excused absences

49066 Grades; finalization; physical education class

49067 Mandated regulations regarding student's achievement

49069.5 Students in foster care, grades and credits

CODE OF REGULATIONS, TITLE 5

10060 Criteria for reporting physical education achievement, high schools

UNITED STATES CODE, TITLE 20

1232g Family Education Rights and Privacy Act (FERPA)

6101-6251 School-to-Work Opportunities Act of 1994

COURT DECISIONS

Owasso Independent School District v. Falvo (2002) 122 S.Dt. 934

Las Virgenes Educators Association v. Las Virgenes unified School District (2nd appellate District 2001) 86 Cal.App.4th 1

Swany v. San Ramon Valley Unified School District (N.D.Cal. 1989) 720 F.Supp. 764

Johnson V. Santa Monica-Malibu Unified School District Board of Education (App. 2 Dis. 1986) 224 Cal. Rptr. 885, 179 C.A. 3d 593

Management Resources:

CDE PUBLICATIONS

Elementary Makes the Grade! 2001

WEB SITES

CDE: <http://www.cde.ca.gov>

Advanced Placement Challenge Project: <http://www.apchallenge.net>

Policy

Adopted: 11/13/90

Reviewed: 10/03/06

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California